

# EDUCATION EXCHANGE

NEWSLETTER



As we approach the end of the 2015-2016 Academic Year, the Faculty of Education has much to be proud of. Through the hard work and dedication of our faculty, staff, and students, we have successfully implemented the new two-year undergraduate Education program and made the Masters of Education program fully available both online and in Orillia. We continue to work towards meeting the education needs of First Nations communities in Northern Ontario, our students have revitalized the Education Student Teachers' Association, the University has signed an agreement with Maple Leaf Schools to educate their next generation of science and math teachers, and we have re-engaged with many of our Alumni.

These achievements are building a strong foundation for the future. With the generous assistance of our donors, valued Alumni, faculty and staff, we will continue to build on this foundation to provide experiential learning opportunities and an academic experience that is truly exceptional and unconventional.

To this end, the Faculty has identified three areas in which students require support. The first area is the need to support our BEd students who choose to make a difference by undertaking a placement in a remote Northern Ontario community. The costs of traveling and living in a remote community can be prohibitive for a student, but we believe that no student should be denied the opportunity to make a difference.

The second area of support is for those students undertaking international placements. Opportunities currently exist in China, and we are working to open opportunities in the United Kingdom. In an increasingly globalized world, Canadian teachers are well-respected for their professionalism and adaptability, and we are looking to support those students seeking to expand their personal and professional horizons.

Finally, we are looking to better support our doctoral students as they seek to extend our understanding of education, its purposes, and applications, in an increasingly complex world.

In each of these areas we are continuing to build on the strengths of our Faculty, while at the same time supporting our students as they seek to enter the field that we love – education.

Have a great summer, enjoy this edition of *Education Exchange*, and we look forward to working with you in the coming academic year.

Dr. John O'Meara, Dean  
Faculty of Education





Photo credit: Gregg Johns, Imagetech

## Eric Miller, a.k.a. “Eric The Juggler”

**Juggler, Owner/Operator of CirqueWorks, Thunder Bay**

Graduate of the Bachelor of Education program, 2009 (Thunder Bay campus)

I learned to juggle when I was 14. It was something I got in the habit of doing between classes, or while standing in line somewhere. Eventually I got into juggling torches and clubs, and started busking at city events. It seemed like a pipe dream to imagine it could one day become my real job, but it eventually evolved into the business I run today.

My business is CirqueWorks, and there are three main components to it: (1) performing at events, (2) giving educational workshops at schools and other organizations, and (3) selling circus equipment like contact juggling balls, flower sticks, diabolos, and hacky sacks. I have grown this into a full-time job and now I

can't really walk down the street in Thunder Bay without kids recognizing me and saying, “Hey, you're Eric the Juggler!”

I grew up and went to school in Thunder Bay but travel all around Canada with work. I draw on my teaching certification and teaching background [as a teacher in Sioux Lookout and Happy Valley - Goose Bay] all the time. The workshops I run in schools usually begin with a mini-show, followed by individual and group instruction that is grounded in the Ontario curriculum. For example, the workshops help students build their interpersonal skills and movement skills, and understand their personal strengths.

The workshops are fun for students because they are non-competitive and put everyone on a level playing field. Everyone makes mistakes and drops things, so they teach that perseverance is good and failing is fine, so long as you keep trying. I bring equipment for all students so everyone is involved, and I regularly hear teachers say things like, “take a picture of that! That student has never volunteered for anything!” or “I have never seen that student so engaged before.” It's very rewarding, and a lot of our business comes from recommendations from teachers and school principals. It's also great when you see the lasting impact on the students, like one from Kenora I taught to Devil Stick. I saw him a second time years later and he had expanded his skill set and was performing in his community.

Travelling throughout Canada is an amazing part of the job. Reana (my partner) and I especially enjoy visiting people in smaller towns and on reserves. When we plan our tours we visit multiple communities at a time, but keep things flexible so we can usually accommodate a spontaneous booking. We keep things fair for our clients by spreading out the travel and fuel costs as much as we can.

To all the schools interested in curriculum-based circus workshops: we'd love to come and work with your students. We can send you lesson plans or customize workshops for you. We spend most of our year on the road so no matter where your school is located, give us a call. You can find more information on our website: [www.cirqueworks.ca](http://www.cirqueworks.ca).



## Cassandra Brunshaw

**Coordinator, Ticket Administration and Reporting, Maple Leaf Sports and Entertainment**

Graduate of the Bachelor of Education program, 2011 (Thunder Bay campus)

Lakehead is known for being unconventional and exceptional, and since graduating in 2011 I have definitely experienced both in terms of the opportunities that have come my way.

Upon graduation, I started working for a small private school in the Greater Toronto Area, working with students aged 14-16. In this position I taught History and Family/Career Studies. Being a huge history buff, it was a wonderful experience to teach this to my students!

I was looking for a part-time job to go along with the teaching position when I stumbled upon a job I soon came to love. In March 2013, I began working at Maple Leaf Sports and Entertainment (MLSE) as a Game Crew Member for their soccer club, Toronto FC. This was a very rewarding job as it gave me an opportunity to continue working with children and combine that with my favourite interest: sports! In this position I was responsible for taking care of the children and teaching them what they would be doing during the game, particularly during opening ceremonies. The look on their faces when they would step out onto the pitch gave me the same rewarding feeling I have in the classroom when I make a positive impact on a student.

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After my contract ended with the private school, I completed an eight-month internship with Tennis Canada for the 2014 Rogers Cup in the Corporate Sales department, while still working with Toronto FC. In October 2014, I landed a full-time position with the Canadian Lacrosse League as Manager of Sales and Marketing for the Durham Turfdogs. My responsibilities included finding dance teams for halftime shows and school choirs to perform “O Canada,” and I drove all ticket sales.

Following my time with the Canadian Lacrosse League, I began the job I have now: as Ticket Administration and Reporting Coordinator, working with the Raptors, Maple Leafs, TFC, Marlies, and the newest teams, Raptors 905 and TFC II. I just completed my third season with TFC where I won “Game Crew Member of the Year” and “Unsung Hero” (as voted by my colleagues) for the second time.

The skills and education I gained during my time at Lakehead opened my horizons in ways I could not have imagined. Attending a school almost 1500 kilometres away from my home town definitely made me step out of my comfort zone and grow as an individual. I will never regret attending Lakehead and I recommend the university to anyone looking to pursue post-secondary education. Although I am not currently in the teaching field, I am extremely happy – and lucky – to be in another industry I absolutely love, and I draw on my teaching skills in unexpected ways. If one day I find myself in a permanent teaching position, I hope it will be teaching Sports Business Management, so I can continue doing what I love: combining sports and education.



## Muzammil Usman

**Sciences, Maths, and Physical Education Teacher, Acorn House College, London, UK**

Graduate of the Bachelor of Education program, 2014 (Thunder Bay campus)

I currently teach Biology, Chemistry, Physics, Mathematics, and Physical Education to Grade 10 and 11 students in Acorn House College, a private college in London, UK. Having an interdisciplinary degree in Physics, Biology, and Psychology gave me a diverse academic background that I draw on extensively. I love the fact that I am teaching multiple subjects – there is no redundancy in the teaching as no two lessons are ever the same! However, it is not easy to be constantly updating myself in all three scientific fields as well as mathematics (and dealing with the logistical and safety challenges in organizing sporting fixtures, school trips, and other events). The job is a challenge.

I am the founder of the Science and Engineering Club at the college, which gives students the opportunity to experience some of more practical and innovative aspects of science and technology. The college also gave me the opportunity to start a football (soccer) team, which I have recently assembled.

Outside of my teaching I am the founder of a tutoring centre called Licensed Tutors; I started this study centre about a year ago and the enrolment has been growing exponentially. The most challenging aspect of this start-up was client acquisition, but with aggressive online marketing, the initial investment paid off and the enterprise is in surplus. More details can be found at [www.licensedtutors.co.uk](http://www.licensedtutors.co.uk)

A passion for teaching is the first and foremost thing that I took from my Lakehead experience. When I started my Bachelor of Education in the Junior/Intermediate division, I was a bit sceptical because Intermediate/Senior was my first choice (but was full when I applied). However, my teaching placements in the Junior division proved to be a very valuable learning experience. Even though I now teach in a college, I make use of a lot of the student-led techniques I picked up from the Junior division!

Lakehead also gave me valuable research experience in education; during my BEd, I became increasingly interested in traditional “masculine” and “feminine” academic disciplines, with males favouring science and engineering and females relating more to humanities and linguistics. As I had previously taught high school and middle school students, I noticed that this gender gap started to emerge during high school. I began to investigate the underpinnings of this phenomenon, and completed an independent research course under the supervision of Dr. Reynolds. I investigated the effect of socio-political factors and political economy on the gender gap observed in higher education, especially the lesser enrolment of females in physics and engineering. Although my results were not conclusive, I feel that economics, culture, and the politics of a state have a profound effect on educational policy, which in turn shapes and influences the prevalent self-efficacy beliefs of both students and professionals.



# “The River Woman is Returning to the River”

## A Conversation with Dr. Lolehawk Laura Buker

**I**n April 2016, Dr. Lolehawk Laura Buker retired from Lakehead’s Faculty of Education to return to her traditional Sto:lō territory in the Fraser Valley of British Columbia. Dr. Buker describes her life and career path as being marked by many “firsts” — including, notably, the opportunity to be an architect of the Honours Bachelor of Education Aboriginal program. A deep commitment to uplifting Indigenous culture and education runs through all of her work. In a conversation about her life and contributions to academia, Dr. Buker shared some of her insights and experiences.

### A River Woman

“I am Sto:lō; I am a river woman. Sto:lō is the name of the Fraser River that runs through British Columbia. The river, and the people of the river, share the same name. Everything I have learned, in a spiritual and cultural sense, is because of my connection to the river. My grandmother, grandfather, my mom, myself, my sister, my aunts, my uncles, we were all born right by that river. Salmon has played, and continues to play, a role in our family stories and the stories the Elders tell each year during the Spring Salmon Ceremony. This ceremony keeps the community and the

salmon connected. In my PhD research I looked at the worldview of Sto:lō, of the river, and how the old stories are influencing education today. Now that I am retiring, I am returning to this traditional territory, to reside and connect with my family and the river.”

### Sports and Support in Post-Secondary Education

“When I started university, there were only a handful of us native kids there. I went to University of British Columbia because I wanted to play sports. I was a pretty good athlete and made the varsity volleyball team in my first year (later I became the first Aboriginal woman on a UBC volleyball team to go on to win a National Championship, and the team was inducted into the Sports Hall of Fame). University was a very big step for me, away from my home, my family, and my culture. I made friends on the volleyball team and that was significant to me, to know that I belonged somewhere. And to have the gift of my family — that is always where my strength has come from, when times have been challenging. I am deeply grateful to them for their patience. I’ve been an independent woman all my life and that’s just gotten stronger over the years... I went through the 1960s and 1970s with my feminist card, and I’ve never giving it up! Strong Indigenous women existed then and they exist now, and I’m proud of that.”

### Learning How to Teach

“In some ways I fell into teaching, but you have to take the tape back to a different time when women were encour-

aged to become a nurse, get married, or become a teacher. There were few choices. So I went into teaching, and it turned out to be a natural fit. After university I started in the North Vancouver school board as a teacher and coach, and following that I helped to start a brand new school in North Vancouver as Athletic Director and P.E. Coordinator.

I learned from my cultural background how I could best teach. Working in the fields with my mom and dad, fishing with grandma, the walking into the bush with a gunnysack to pick bark and roots — it was always observation first, then learning to take up my responsibilities. And that translated, eventually, into how I taught my classes. You have to teach in ways that your learners are going to feel respected, and you need to make it as rich a learning environment as you can. We need to keep our learners active. That has always been my focus, regardless of what I’m teaching: active learning, hands-on learning, and bringing the voices of my students forward in a really strong way.”

### An Architect of a New Curriculum

“I came to Thunder Bay in 2007 after a call from Julia O’Sullivan [previous Dean of the Faculty of Education], who invited me and Dr. Sandra Wolf to help Dr. Ethel Gardner [previous Chair of the Department of Aboriginal Education] to bring forward the Honours Bachelor of Education Aboriginal program. What an opportunity, in terms of my career! Sandra and I were the architects of the program. There was no curriculum book to work from; we built it from the ground up.

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Dr. Ethel Gardner, author Grace Poulin, Laura Buker, and Elder Isabelle Mercier



From left to right: Judy Flett, Jessie Plain, Shannon Moorman, Joan Esquega, Laura Buker and Sandra Wolf



Laura's SFU Doctoral Graduation Ceremony

We infused Indigenous content into every single course, whether it was math, literacy, science, you name it. There wasn't a semester that I wasn't developing new content! But I love being an innovator, and what a chance to lift up Aboriginal culture, language, and history for our students.

Our literacy summer course was an example of how we rooted learning in the land and recognized the sacredness of place. Our students worked with Aboriginal children at a summer camp, instructing the children on how to make a canoe. We had a teepee as a learning place to tell Aboriginal stories. The HBEd student scholars worked with compasses and GPS software to create maps of each student's traditional territory. They created short books using language, numbers, and everything to do with literacy in their writing. We also went down to City Hall to learn about civic literacy and the importance of voting, and how we want Aboriginal leaders in the political arena.

The core of the HBEd Aboriginal program is about empowering students to have the confidence to put Aboriginal content and an Aboriginal perspective in all subject areas, and to do it in a magnificent, innovative, and enriching way. Working with students, and seeing their successes and their resiliency, has always made me very proud."

### Telling Stories through Film

"For a long time I've been telling stories using film as a medium. This started during my time at Simon Fraser University, when I made a short documentary on Chief Dan George and another on the anniversary of Indian control of Indian education. More recently, in Thunder Bay, I worked with Elder Isabelle Mercier and author

Grace Poulin on the documentary *Trailblazers: They Stood, They Served*, which celebrates the contributions of Aboriginal women veterans of WWII in the Canadian Forces. Aboriginal women vets from across Canada had not been honoured, in a military way or an Aboriginal ceremonial way, for their contributions, so they met here in Thunder Bay and we had both ceremonies, honouring them.

In my teaching I insisted that students get comfortable telling stories orally, and using narrative voice through film. I've taught them how to use pictures and video to create films that tell stories of how they could use Aboriginal content in their subject area. Film is such a powerful medium. It encourages deep reflection. You have to think about: what is the story I'm telling, what is the first opening image, how am I going to end it? These projects opened up so many new conversations, and we had film festivals in every course!"

### Taking the Long View of Aboriginal Education

"I believe that a new dawn is upon us, that we're moving forward in a different way than ever before in Canada. I take a long-term view of Aboriginal education because I know change is happening, and it takes time to move forward. For example, there are now more Aboriginal, Metis and Inuit graduates than we have ever had across Canada. These graduates are going to be the change-makers and the pathfinders in our communities. And I'm positive that we're heading into a really creative, innovative world where Indigenous scholarship is going to be lifted up, supported, and celebrated.

It hasn't always been an easy road for Aboriginal students or faculty; we're in a particularly challenging place because the very nature of most of our research is innovative, and doesn't always fit the mold. It is important that we stay strong: culturally, spiritually, physically, and emotionally. The Indigenous students and faculty are the "new storytellers," and I encourage each one of them to be brave and confident!

I'm so grateful for having had the opportunity to be a builder of innovative new programs in Aboriginal education. And to have had the gift of my family, and all of the allies in the academic world, during this time. And I am extremely grateful to have been able to bring an Indigenous point of view into my research and teaching. I wish everybody a good path ahead at the university, and hope that some part of my footsteps will empower others to celebrate, lift up, and bring forward Indigenous language and culture into all parts of the University."



# Award-Winning Graduate Students

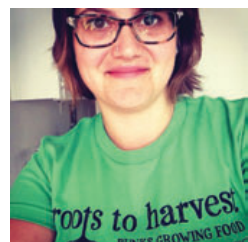
Ten Lakehead Faculty of Education graduate students were successful in the 2015/2016 Social Sciences and Humanities Research Council of Canada (SSHRC) and Ontario Graduate Scholarships (OGS) scholarship competition. Congratulations to all scholarship winners, who are contributing diverse forms of research and knowledge to the educational field.



**Melissa Oskineegish, PhD Candidate – PhD Canada Graduate Scholarship, and High Output and Publication Excellence (HOPE) Award**

“My dissertation research asks the question: ‘How do teacher candidates’ explorations of self affect their understanding of Indigenous students?’ I am examining whether teacher candidates, when engaged in self-reflective practices that increase awareness of their beliefs, attitudes, and assumptions about Indigenous students, can shift their understanding of teaching Indigenous students. I am also exploring *how* teacher candidates’ pedagogical practices shift if/when their understanding changes.”

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**Leigh Potvin, PhD Candidate – Doctoral Fellowship**

“The working title of my research is *More than Pink Shirts and Posters: Pushing Beyond the Limits of Anti-Homophobia Education*. This research focuses on the nature of allyship and the ways that straight teachers work with LGBTQ youth in schools. Central to my

research is the role that straight privilege plays in normalizing school culture, and how ally activists can work to re-envision and queer school spaces.”



**Tracy Shields, PhD Candidate – Doctoral Fellowship**

“My research is entitled *Cross-Cultural Organizations and the Empowerment of First Nations Learners*. By examining the tensions around First Nations learners wedged between competing organizational visions, my mixed methods research exposes conflicting funding enticements

that disempower First Nations adult learners. This study documents promising levels of student empowerment initially, but this is eroded by Eurocentric funding that pits the expectations of First Nations organizations against those of credentialing institutions and the long-term needs of students.”



**Devon Lee, MEd Student – Master’s Canada Graduate Scholarship**

“My Master’s thesis – *Folk Schools: Slow Education for Fast Times* – examines the historical and present state of folk schooling in the United States and Canada. Folk schools are non-formal and non-competitive residential adult education centres, with roots in mid 19<sup>th</sup>-century

Denmark. My research examines folk schools with respect to people, pedagogy, philosophy, and place, and with an eye towards opportunities that exist for these schools to enact social change in today’s world.”



**Melissa Burton, MEd Student – Ontario Graduate Scholarship**

“Teaching English to international students inspired me to pursue graduate studies in education. For my thesis, entitled *Internationalization in Canadian Universities: Exploring International English Language Learners’ Perceptions of English Language Programs*, I will interview international English language

learners about their experiences transitioning from English language programs to post-secondary studies. A goal is to better understand their perceptions of how well English language programs prepare them for their academic disciplines, and what personal value they place on learning English.”



**James Czank, PhD Candidate – Ontario Graduate Scholarship**

“The title of my dissertation is *People in Discursive Spaces: Entry-Level Humanities Education for Non-Traditional Adult Learners*. This research is an unpacking of the concept of entry-level Humanities education. It is based on the perceptions and experiences of participants in two Humanities programs

in Canada, from how they understand the program to how they understand the people in the program and how it relates to their own identity.”

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**Martha Moon, PhD Student – Ontario Graduate Scholarship**

“My research is centred on how non-Indigenous teachers (like myself!) learn through relating with Indigenous colleagues and community members. It is entitled *Learning through Relationship: In-Context Development for Teachers of Indigenous Students*. I am hoping to find out how these

relationships develop, how they are sustained, and how they affect teachers’ practices with respect to Indigenous students.”



**Laxmi Pathak, PhD Candidate – Ontario Graduate Scholarship**

“My research investigates how people living in two cultures are caught in the tensionality of the binary of the home/host culture. The intent is to explore and describe opportunities for character development in a multi-cultural classroom. These opportunities will be explored through the lived experiences

of participants who are grounded in the ‘in-between’ of a home-culture and host-culture. It is entitled *Opportunities for Character Development in Ontario Public Schools*.”



**Varainja Stock, PhD Candidate – Ontario Graduate Scholarship**

“The working title of my research is *Community-Based Art-Collectives as Spaces for the Development of Critical Consciousness: A Constructivist Grounded Theory Study*. This research considers the space that is created when people work collaboratively to create works of art for the community as potential sites for personal

and community transformation. It builds on work by Ginwright and Cammarota (2007), who theorized that community organizations prompt youth to develop a critical civic praxis, and therefore understand the potential to create social change.”



**Holly Tsun Haggarty, PhD Student – Ontario Graduate Scholarship**

“The integration of art into research is becoming increasingly common, with multiple approaches now in play, such as arts-based research, arts-informed research, and a/r/tography. But the philosophical basis, the *raison d’être*, of these emerging methodologies is not well understood, particularly outside of their field of use. Thus, the purpose of my research is to continue the work I began in my Master’s degree, studying the epistemological

and ontological constructs that inform arts-based research and a/r/tography. My research will increase understanding of how arts-integrating research methodologies serve as ways of knowing.”

# Welcome John Pascuzzo!



## Program Manager, Additional Qualifications/Principal's Qualification Program

**Department: Professional Development in Education**

**J**ohn Pascuzzo has joined the Faculty of Education as Program Manager, Additional Qualifications/Principal's Qualification Program. He brings to the position over 35 years of experience in instruction and leadership in Education, as a former teacher, principal, and mentor/coach in Ontario School Boards.

Born and raised in Thunder Bay, John is a graduate of Lakehead University's Bachelor of Education program (1981) and Master of Education (1991).

“It is awesome to return to Lakehead after all of these years,” he says. “I’ve gone from being a student at the Faculty of Education, to supporting current teachers in their professional development as life-long learners.”

“The collaboration of the people in the Department of Professional Development in Education is phenomenal”, he adds. “We all have our specialized roles but we’re all thinking and moving towards a single goal: being responsive to our students and their professional development.”

The Department offers online courses and workshops that enable students to advance their professional abilities and add additional qualifications to their teaching certificate, at every stage of their career. For more information, visit [www.lakeheadu.ca/academics/departments/education/pd](http://www.lakeheadu.ca/academics/departments/education/pd)



## Fun, Games, and Mathematics: “Family Math Nights” Promotes Learning for the Whole Family

Getting students and their parents excited about math, while giving Education students a chance to work directly with children to teach mathematical concepts, was the idea behind Math Family Nights in Orillia.

Developed by Dr. Ruth Beatty and contract lecturer Sharon Malyczewsky, Math Family Nights were game-based evenings that took place at four local elementary schools in the Simcoe County District School Board in February and March.

The evenings were more successful than Dr. Beatty could have imagined.

“The turnout was phenomenal. Anywhere from 50-80 people attended each night. Students from Kindergarten all the way up to Grade 7 came, with their parents, to play math games,” she says.

The games were designed with all student ages and abilities in mind, so everyone could feel successful while learning mathematical concepts.

### Games-Based Pedagogy

The games were led by Professional Year Bachelor of Education teacher candidates.

Dr. Beatty notes that “our BEd students were wonderful at drawing the parents in and having them participate with their children. One of the great outcomes of the evenings was parents telling me how impressed they were with our students, and how much they appreciated gaining new learning tools to support their children at home.”

Between six and ten games were on offer each evening, using hands-on materials like dice, coloured tiles, or cards.

One game – Trade to 100 – involved students rolling two dice and adding up the numbers, incorporating base 10 manipulatives so that children could “see” what happens when they add double-digit numbers and make new groups of 10. The first person to arrive at 100 would win.

Another game, Number Face Off, was similar to the card game “War,” with pairs of students putting down cards and adding them, subtracting them, or multiplying them, depending on the players’ abilities.

Participating BEd students produced handouts for the parents explaining the games and possible variations or modifications, along with the type of math each game supported, so that parents could play them at home with their children.

### Fun for the Whole Family

Teacher candidate Steven Murphy, who participated in three of the four Math Family Nights, said the experience was extremely worthwhile.

“It was really cool to see how interested the kids were but also how interested the parents were. I heard people saying things like, ‘oh that’s a math game?’ It wasn’t like a traditional style of classroom – everyone was just having fun.”

Having fun was the key part of the evening – Dr. Beatty explains that math is a subject that often comes with emotional baggage and anxiety. Today’s approaches to mathematics, however, celebrate diverse styles of learning through an engaged process of making connections.

“The math we teach today is not just textbook math; it comes from a recognition that math is in everything,” she says.

“When you really understand math, it’s fun, it’s like solving puzzles. We try to get students to the point where they’re okay in taking risks and exploring different ways of thinking about a concept. The games we played helped to support that.”



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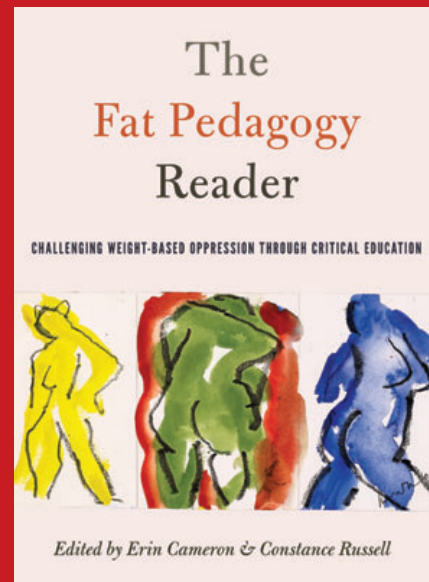
### A Successful Pilot Program

Math Family Nights were developed in cooperation with Simcoe County District School Board resource teachers and principals, and took place at Couchiching Heights, Brechin, Ardrea–Cumberland Beach, and Harriett Todd public schools.

The four evening were considered a pilot program. Given the success of the program, it is very likely to continue and grow in the future.

“We have had nothing but enthusiastic responses from everyone,” Dr. Beatty explains.

“I’ve already had emails from principals asking if we could do it again, and some of the students in the two-year program have expressed interest in taking on more of a leadership and mentoring role next year. So I anticipate that it’s only going to get bigger and expand to include more schools. This will further strengthen our relationship with local schools, while helping parents learn how to support their children’s math lessons at home.”



## Dr. Connie Russell and Lakehead Alumna Dr. Erin Cameron Publish New Book

Professor Connie Russell and Lakehead PhD Alumna, Memorial University’s Erin Cameron, have recently published a new book, *The Fat Pedagogy Reader: Challenging Weight-Based Oppression through Critical Education*. This book reflects the growing interest in weight-based oppression in educational settings. The very first book of its kind, *The Fat Pedagogy Reader* brings together an international, interdisciplinary roster of respected authors who illuminate both possibilities and pitfalls for this emerging field. Reviewers have called the book “essential reading,” “a major achievement of critical pedagogical scholarship” and “a powerful tool in the fight against fat oppression.” For more information, visit the Peter Lang website [http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.details\\_eiten&seitentyp=produkt&pk=90071&cid=533&concordeid=312567](http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.details_eiten&seitentyp=produkt&pk=90071&cid=533&concordeid=312567)

# Retiring

*The Faculty of Education extends best wishes to the following individuals upon their retirement*

## Tuula Kilgour

**Contract Lecturer  
2001-2015**

"I began my teaching at the Faculty of Education on the morning of September 11, 2001. It was a gripping day as there were students who had friends and relatives in the middle of the danger. We followed the news as we carried on through the first day of classes.

I taught Primary/Junior and Junior /Intermediate - Curriculum and Methods in Visual Arts, the Intermediate/Senior Visual Art teachables courses. These courses involved an applied art exploration in concert with the building of teaching skills and connections to curricular knowledge. A major component became "art therapy," as many teacher candidates did not have an art background and were at first apprehensive to become engaged in self-expression.

The most memorable/meaningful experiences for me were with the students who found themselves, gained a new confidence through art, and the many who sent messages of thanks for the experiences we shared. Over the 15 years, I also had many exceptional student studio supervisors who enriched the art program beyond the short class times.

I thank Dr. Fiona Blaikie for beginning this opportunity many years ago, starting this amazing extension to my art teaching experience."



For the next 15 years, I never taught Primary/Junior again. I taught Intermediate/Senior English for many years under the superb tutelage of Dr. Philip Allingham. I also taught literacy courses, language arts, writing courses, and many online courses as well.

It was an amazing 15 years working with dedicated colleagues and staff, along with wonderful students who cared deeply about education and the students that would be entrusted to them. All this taught me an awful lot about teaching and myself. I thank everyone, sincerely and humbly, for the opportunity to share with them this honoured duty.

I would like to end by quoting Christa McAuliffe, who averred beautifully: "I touch the future. I teach." Indeed. These eloquent words succinctly and caringly state what teachers do. I am proud and privileged to have been a part of that future."

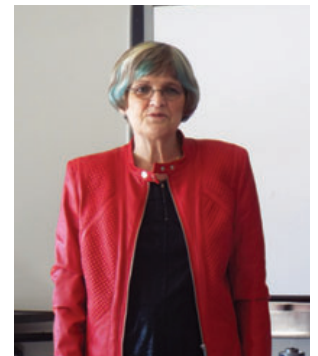
## Dr. Karen Reynolds

**Associate Professor  
2004-2016**

After 11 years as an Associate Professor in the Faculty of Education, Dr. Karen Reynolds is retiring. Prior to her time at Lakehead, she taught elementary school for 17 years, and also worked as a special education teacher and consultant in Pikangikum First Nations. She completed her Master of Education program at Lakehead University, and pursued a PhD in Education from the University of British Columbia, graduating in 1997.

From 1998-2001 she worked as an Assistant Professor of teacher education at Texas Tech University, then as Assistant Professor at University of Regina. She joined Lakehead in 2004. Dr. Reynolds' research interests include special education, Individual Education Plans, educational psychology, student mental health and bipolar disorder, and socio-cultural interpretations of assessment practices. She supervised Master's theses and portfolios and taught a variety of courses, including Introduction to Education; Educational Psychology; Teaching Exceptional Students; Teaching in a Multicultural Setting; Inclusive Education; and Analytic, Lat-eral, and Critical Thinking in Education.

We wish Dr. Reynolds all the best in the next chapter of her life!



## Paul Joy

**Contract Lecturer  
2001-2015**

"In June 2001 I said goodbye to 29 years in the classroom, teaching from Grade 4 to OAC classes with the Thunder Bay Catholic District School Board. Before the end of June that year, Lakehead University put an ad in the paper looking for



someone to teach Intermediate/Senior English at the Faculty of Education that coming fall. What's a retired guy to do? Not Freedom 55! I applied, got the job, and was in front of a class of very enthusiastic Primary/Junior students in September, trying to explain to them what it would be like to teach very young children. Hmm... I would have liked to have known myself! Nevertheless, we somehow survived the year.

# DONOR SUPPORT: Helping Future Teachers Succeed



Above: Photos of Chelsey Lee on a teaching placement opportunity in China, teaching a Physical Education class.

Lakehead University is proud to train dynamic and innovative professional educators. But often our future teachers need a little help. Many students would not be able to afford a postsecondary education without the assistance of donor-supported scholarships and bursaries. All donor-funded awards go directly to the students and donors can choose the area they would like to support – whether it’s tuition fees and living expenses, student research opportunities, or teaching placements in a remote community or international school.

Chelsey Lees (BEd graduate, 2015) benefited from financial assistance that enabled her to complete a teaching placement opportunity in China, and kick-start her teaching career. Chelsey completed an international placement teaching Physical Education classes (Boys’ Campus) at Maple Leaf International School – Dalian in May 2015. During her placement experience, she signed a two-year contract, and began her teaching career at the school in September 2015.

## Chelsey shares some of her experience:

“It is difficult to express my gratitude for the funding that I received from the Faculty. This help provided me with the opportunity to complete an international teaching placement. Travelling across the world to China is not cheap and something I could not have done if I had not received funding to help pay for the experience. My placement in China proved to be a never-ending learning experience, as it brought me to the school at which I am currently teaching.

Completing a teaching placement in China was a unique and enlightening experience. When I first thought about completing an international placement, my major concern was that I would have a hard time being away from home, however, with all the support from the other teachers, and Skype, I never once felt homesick. There are many teachers from Canada (over 300 across the Maple Leaf schools) who are going through the same experiences, and who are willing to help you navigate your new environment.

Although there was a Canadian community, I still experienced Chinese culture. Being immersed in a new culture was a positive, eye-opening experience that taught me to be more flexible. Communicating what I wanted was difficult as my Chinese was limited to numbers and greetings, so if I ordered fried rice and got a stir fry, I learned to just go with it. The plus side to the language barrier is that I got to improve my charades skills!

The unique part of this experience was teaching Physical Education to students with a different cultural and educational background. The students are very eager to learn. I had the opportunity to teach American Football, which most had never seen or played before. For the students to finish that unit by playing a competitive game of flag football was an amazing feat for me as a teacher!

This opportunity gave me a sneak peek at what teaching internationally is really like. It turned out to be something that really interested me, so I signed a two-year contract with Maple Leaf International Schools. As a new teacher graduate, I already have a full-time Physical Education teaching position in China.”



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Dr. Bill Heath, Professor Emeritus, Lakehead University  
Ms. Betty Heath, Lakehead Alumna

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(807) 346-7792  
Email: rlcamlin@lakeheadu.ca

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Dr. Wayne Melville, with Dr. Connie Russell, Vice-Chair of the Senate Research Committee

# Dr. Wayne Melville Presented with Contribution to Research Award

In March, as part of Research and Innovation Week, the Assistant Dean of the Faculty of Education, Dr. Wayne Melville, was presented with the Lakehead University Contribution to Research Award. This Award is made in recognition of both the quality and quantity of a researcher's work over the previous three years.

Dr. Melville's main research interests are the role of the secondary school science department as a place for teacher professional learning, and the impacts of culture on the teaching and learning of science. Since joining Lakehead in 2005, Dr. Melville has published 43 peer-reviewed articles, two books, with another to be released in 2017, 36 other publications, and contributed to 46 conference presentations. Dr. Melville was also a winner of a 2015 Lakehead Contribution to Teaching Award.

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